



ASSIGNMENT BOOKLET 1B

Social Studies 8
Module 1: Section 3 Assignment

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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SOCIAL STUDIES 8

Module 1: The Renaissance Worldview
Assignment Booklet 1B



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Summary

	Total Possible Marks	Your Mark
Section 3 Assignment	85	
	85	

Teacher's Comments

Social Studies 8
Module 1: The Renaissance Worldview
Assignment Booklet 1B
Section 3 Assignment
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Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	

 You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>
- Tools4Teachers, <http://www.tools4teachers.ca>

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ASSIGNMENT BOOKLET 1B

SOCIAL STUDIES 8: MODULE 1

SECTION 3 ASSIGNMENT

This Assignment Booklet is worth 85 marks out of the total 165 marks for the assignments in Module 1. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate lesson. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

You can use a computer and word-processing application for many assignment questions. If you use a computer, be sure to attach a printed copy of your answers—after you've proofread them. Include your name, the course name, the module number, and the assignment number on each page.

85

6

Section 3 Assignment: Cities and the Renaissance

1. In Lesson 1 you've investigated the rise of city-states during the Renaissance and the emergence of a social and economic class of people that hadn't really existed in the Middle Ages. This was the class of wealthy merchants and business people—the “middle class.” The members of this middle class viewed the world rather differently than anyone in the old feudal system had done.

The rise of cities, the middle class, and this new worldview was in large part the result of increased contact among people. Think about what you know about life in the new city-states, and then think of the different ways that contact between people would have increased as the city-states emerged. Don't be afraid to use your imagination; take what you know and use it to come up with different ways contact would have increased—both within the cities and with other people.

The list has been started for you. Add **six** more ideas.

- Increased trade meant that more people—for instance, sailors and merchants—would have travelled more.

6 2. Continue to imagine what life would have been like for people living in Italy's new city-states. Think about day-to-day life—things like foods, fashion, art, recreation, jobs, homes, education, and so on. Suggest **six** ways you'd expect life to have changed for people living in a city-state as opposed to living on a feudal estate. Add your six (or more) ideas to the list that's started for you below.

- Increased trade and contact with other places would introduce people to new clothing styles—and new fabrics with which to make clothes.

3. Now imagine that you're a merchant and trader in Italy during the Renaissance. Your business involves importing articles from other countries, and you want to set your business up in the city-state with the best possible location. You also hope to expand your business someday and engage in activities other than importing cloth.

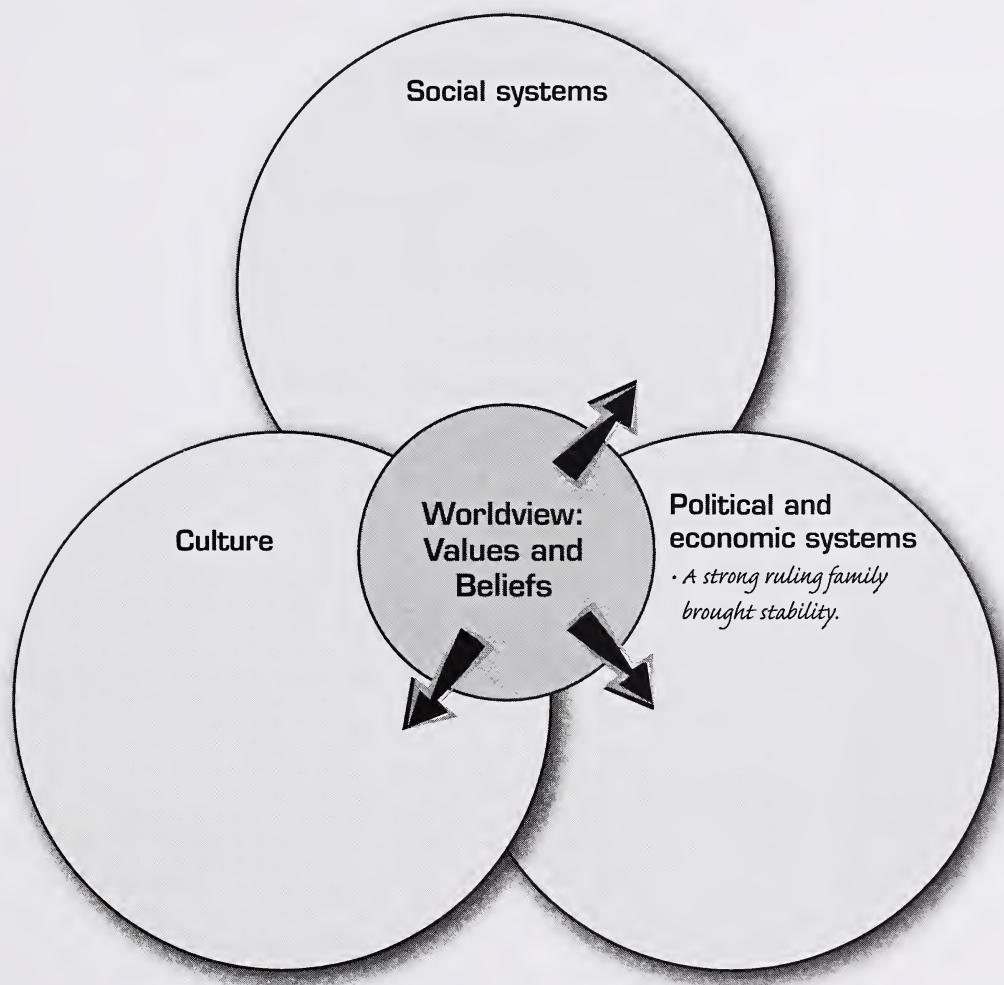
In choosing your city, one thing you'd look for might be that it was located where there was a good port that ships carrying your goods could use. Suggest **three** other features you'd look for in selecting a city well-suited for trade. Be sure your answer explains why you'd want these features.

When you've completed questions 1, 2, and 3, continue where you left off on page 117 in the Student Module Booklet.

4. In Lesson 2 you've taken a look at the Italian city-state of Florence at the time of the Renaissance. Below is a graphic organizer that you should be familiar with—though it's been modified a bit to give you room to write in it. The organizer shows how the worldview of a society influences its social systems, its culture, and its political and economic systems. If you need to review this organizer, see page 9 of *Our Worldviews*.

Your assignment is to fill in details about Florence in each of the three outside circles that show how the city's worldview actually influenced each of these three aspects of Florentine life. One entry has been made in the Political and economic systems circle to give you an example.

Fill in **three** details in each of the three circles.



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5. Think about the ways in which the Medici family contributed to Renaissance Florence. Identify **four** of this family's major contributions and explain how those contributions reflected the values of Florentine society.

Checklist for Question 5

- I have described four major contributions of the Medici to Florence.
- I have explained how these contributions reflected the values of Florentine society.

6. On page 35 of *Our Worldviews* are portraits of five important citizens of Florence. You may have researched the life of one or more of them as suggested in a Going Further box in Lesson 2.

Whether or not you did that Going Further suggestion, choose **one** of these people now. Do some research online or in your library, and present **four** facts about your chosen Florentine that contributed to his importance. Be sure the facts you choose are, in fact, important ones. For example, where someone was born isn't normally important, but things he or she accomplished are.

Be sure to keep track of the title(s) of any books or any web address(es) you've used.

Name of the Person You Have Researched:

(2)

a. First Fact

(2)

b. Second Fact

(2)

c. Third Fact

(2)

d. Fourth Fact

Your Sources (for example, book titles and specific website addresses):

(5)

7. In Lesson 2 you also thought about people who have contributed to your own community. Select **one** person (living or dead) who has shown active citizenship in your community—no matter how small that community is—and who has made a significant contribution to it. Identify this person and, in three or four sentences, describe his or her contribution.

When you've completed questions 4, 5, 6, and 7, continue where you left off on page 128 in the Student Module Booklet.

8. Turn to page 38 in *Our Worldviews* and look at the list of common words that came originally from Arabic or from languages spoken in countries even farther east, such as India. These words entered Europe through centres like Venice. They would have been adopted into Italian long before they became English words. English speakers ultimately picked them up from Italian traders and merchants.

Examine the words carefully. Imagine that you're a detective/historian who knows nothing about the Renaissance, but you're sure that these words hold some important information. You can learn something about Renaissance Italy from them.

④ a. You begin by trying to classify the words (or most of them) into broad categories. What headings would you come up with for your categories? Try to come up with about **four** categories.

⑥ b. Now use your headings to create an organizer of some kind. Then classify the words in the list according to your categories.

4 c. Finally, look at your organizer. As a detective/historian, what can you learn about Renaissance Italy? Suggest a few general conclusions you can draw. One conclusion has been given to start you off; your job is to come up with **four** more.

- People in Italy were open to adopting new concepts from foreign cultures if they found them useful.

9. On pages 39 and 40 of *Our Worldviews*, you read about the school of Renaissance Venice. Answer the following questions based on what you read.

4 a. Think about what motivated Renaissance Venetians to do good deeds and make donations to the needy. Were those motivations the same as they are for most Canadians today who voluntarily give of their time and/or money to help others? Explain your answer fully.

b. What can you conclude about any differences in worldviews between most 21st century Canadians and Renaissance Venetians?

When you've completed questions 8 and 9, continue where you left off on page 139 in the Student Module Booklet.

5 10. You've now investigated three Italian city-states of the Renaissance. Think about what you know about all three. If you've kept the graphic organizers that you were advised to make as you read the textbook, they can help you review here.

As you review, consider

- the political and economic systems of each city
- the cultural aspects of each city
- the social systems of each city

These factors, you'll recall, appear in the worldview organizer you first encountered on page 9 of the textbook. They are three important areas affected by a society's worldview.

After reviewing your own organizers, explain which city-state you would have preferred to live in had you been alive at the time. Your answer should give **three** clearly explained reasons for your choice—one for each of the aspects in the bulleted list above.

The city-state I would have preferred to live in is _____.
My reasons appear below.

a. Political and Economic Systems

b. Cultural Aspects

c. Social Systems

Checklist for Question 10

<ul style="list-style-type: none"> I have selected one of the three city-states I have studied as the one in which I would have preferred to live. 	
<ul style="list-style-type: none"> I have clearly explained three reasons for my choice—one for each aspect in the bulleted list (political and economic systems, cultural aspects, and social systems). 	

Assessment Criteria for Question 10

The student has clearly explained three reasons for choosing one city-state in which to live, considering the political and economic systems, cultural aspects, and social systems of each city.	3 marks
Reasons given are accurate and important and show an understanding of the advantages of the chosen city-state.	2 marks

8 11. Following are eight statements expressing something about the speaker's worldview. Some of these statements were made by a young person, about your age, living in a noble family under the feudal system during the middle ages. Others are made by another young person who is the child of a wealthy business person in one of the three Italian city-states of the Renaissance period that you've been studying.

Identify the worldview each statement illustrates by writing either *Middle Ages* or *Renaissance* in the space to the right.

The merchants who make money and who create jobs and wealth are important members of our society.	
It is the duty of wealthy citizens to work to improve their cities.	
I believe that I am part of the nobility because that is the will of God.	
I expect to someday be the master of the estate that the king has granted our family.	
As an adult I will spend money on art and architecture to glorify my community.	
I will marry the person my father chooses for me.	
The king should not intrude into the independence of a city-state.	
If the king goes to war, it will be my duty as an adult to support him.	

6 12. Select any picture from page 12 to page 115 in *Our Worldviews* that shows something important about the Renaissance worldview. Describe the picture and identify the page number on which it appears (so your teacher can find it easily). Then be sure to explain

- what the picture shows about Renaissance worldview
- how it shows worldview
- why this is important

Assessment Criteria for Question 12	
The student has selected an appropriate picture.	1 mark
The explanation offered accurately describes what the picture shows, how it shows this, and why it is important.	3 marks
The answer shows an understanding of Renaissance worldview.	2 marks

When you've completed questions 10, 11, and 12, submit this Assignment Booklet for assessment. Then continue where you left off on page 151 in the Student Module Booklet.

ASSIGNMENT BOOKLET DECLARATIONS

The school you are registered with may require you to submit this signed form with your Assignment Booklet.

The Student's Declaration is to be signed by the student. If the student is under 16, the Supervisor's Declaration may need to be signed by the supervisor, who is usually a home instructor, teacher, or home-schooling coordinator. Failure to complete this page may invalidate the assignment results. Please contact your school and ask if this completed form is required.

STUDENT'S DECLARATION

- I have followed the instructions outlined in the Student Module Booklet.
- I have completed the activities to prepare myself for the assignments in this Assignment Booklet.
- I completed the assignments in this Assignment Booklet by myself.

Student's Signature

SUPERVISOR'S DECLARATION

I hereby certify that I have supervised the learning activities completed by _____.

Student's Name

I also certify that to the best of my knowledge the assignments in this Assignment Booklet were completed independently by this student.

Supervisor's Signature

If you, the student or supervisor, have any comments or observations regarding this module, write them in the following space.

